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## **Building Hospital Surge Capacity: Training MRC Volunteers**

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Preparedness and Disaster Response**

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**Medical Reserve Corps National  
Leadership and Training  
Conference**

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**Medical Reserve Corps at Yale New Haven Center for Emergency  
Preparedness and Disaster Response**

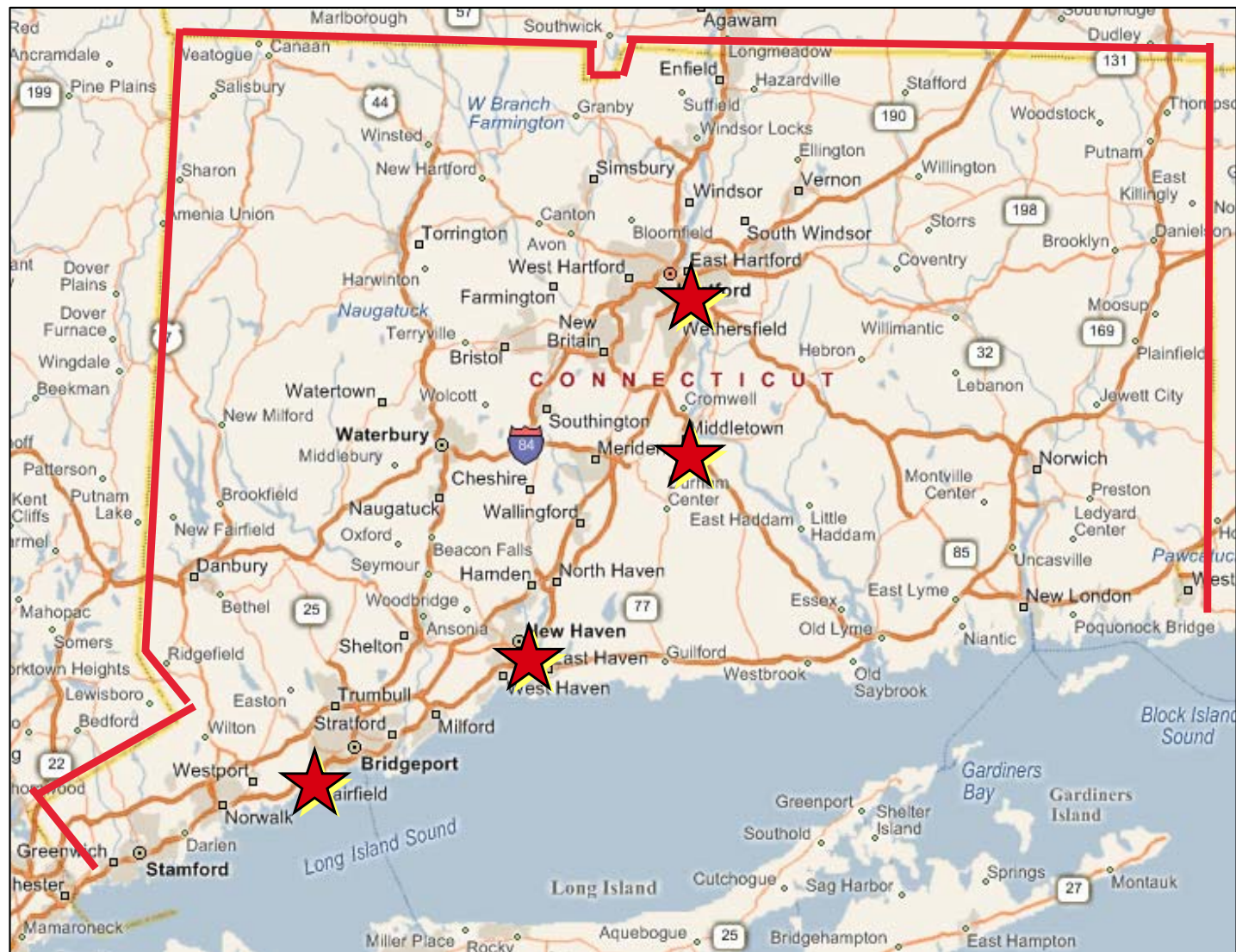
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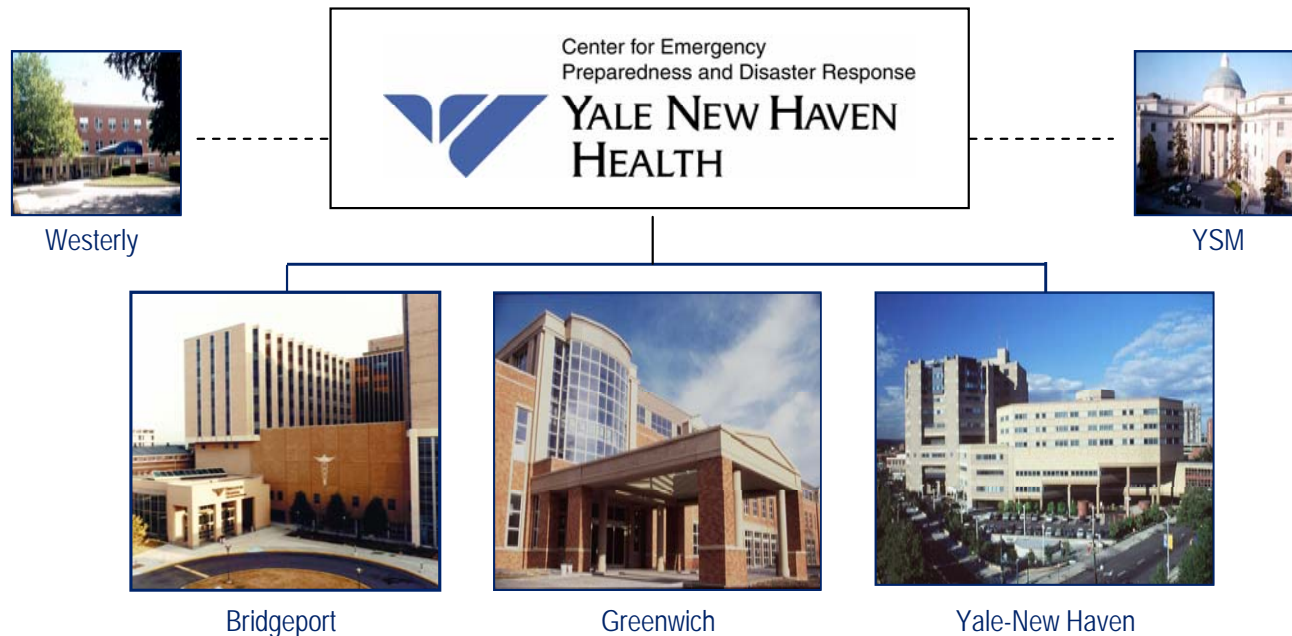
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# BUILDING HOSPITAL SURGE CAPACITY: TRAINING MEDICAL RESERVE CORPS VOLUNTEERS







- Designated by the Connecticut Department of Public Health (CT DPH) in 2002 as a Center of Excellence (CoE) for Bioterrorism Preparedness and Response
- Designated by the Centers for Disease Control and Prevention (CDC) as the Connecticut Center for Public Health Preparedness (CPHP) at YNHHS  
**(The *only* hospital system in the country with a CDC CPHP designation)**

# PRESENTATION OBJECTIVES

- Discuss role of MRC in addressing hospital surge capacity needs
- Compare and contrast pre-event and just-in-time training needs
- Describe how drills and exercises can be used to evaluate competency and training effectiveness



# YALE NEW HAVEN CENTER FOR EMERGENCY PREPAREDNESS AND DISASTER RESPONSE

- The Yale New Haven Health System Center of Excellence (YNHHS CoE) was charged by CT DPH with developing and delivering statewide emergency preparedness programs and education and training services for hospitals and other healthcare delivery organizations
- **YNHHS CoE Provides Leadership to:**
  - Acute Care Hospitals
  - Emergency Medical Services Agencies
  - 41 Community Health Centers
  - Home Health Agencies
  - Urgent Care Centers
  - Skilled Nursing Facilities
  - Community Medical Practitioners
- **In addition, partnerships have been developed between the YNHHS CoE and the following organizations:**
  - Joint Commission for the Accreditation of Healthcare Organizations (JCAHO)
  - Local and state public health
  - Local and state public safety (fire, police)

# CRITICAL CAPACITIES FOR HEALTHCARE DELIVERY SYSTEMS

REQUIRED ELEMENTS	KEY					
	EDUCATION/TRAINING	DRILLS/EXERCISES	ONGOING RISK ASSESSMENT	SURGE CAPACITY	RISK/CRISIS COMMUNICATION	HVA
AGENCY						
ACUTE CARE HOSPITALS	Yes	Yes	Yes	Yes	Yes	Yes
LOCAL HEALTH DEPARTMENTS	Yes	Yes	Yes	Yes	Yes	Yes
SKILLED NURSING FACILITIES	Yes	Yes	Yes	No	No	Yes
URGENT CARE CENTERS	Yes	Yes	Yes	No	No	No
EMERGENCY MEDICAL SERVICES	Yes	Yes	Yes	No	No	Yes
COMMUNITY HEALTH CENTERS	Yes	Yes	Yes	No	No	No



# THE MRC-YNH MISSION

“To establish a team of trained volunteers who, when called upon during a disaster, will support and enhance a local, regional or statewide hospital response.”



Photo courtesy of FEMA

# THE MRC-YNH VOLUNTEER PROGRAM

## Volunteers:

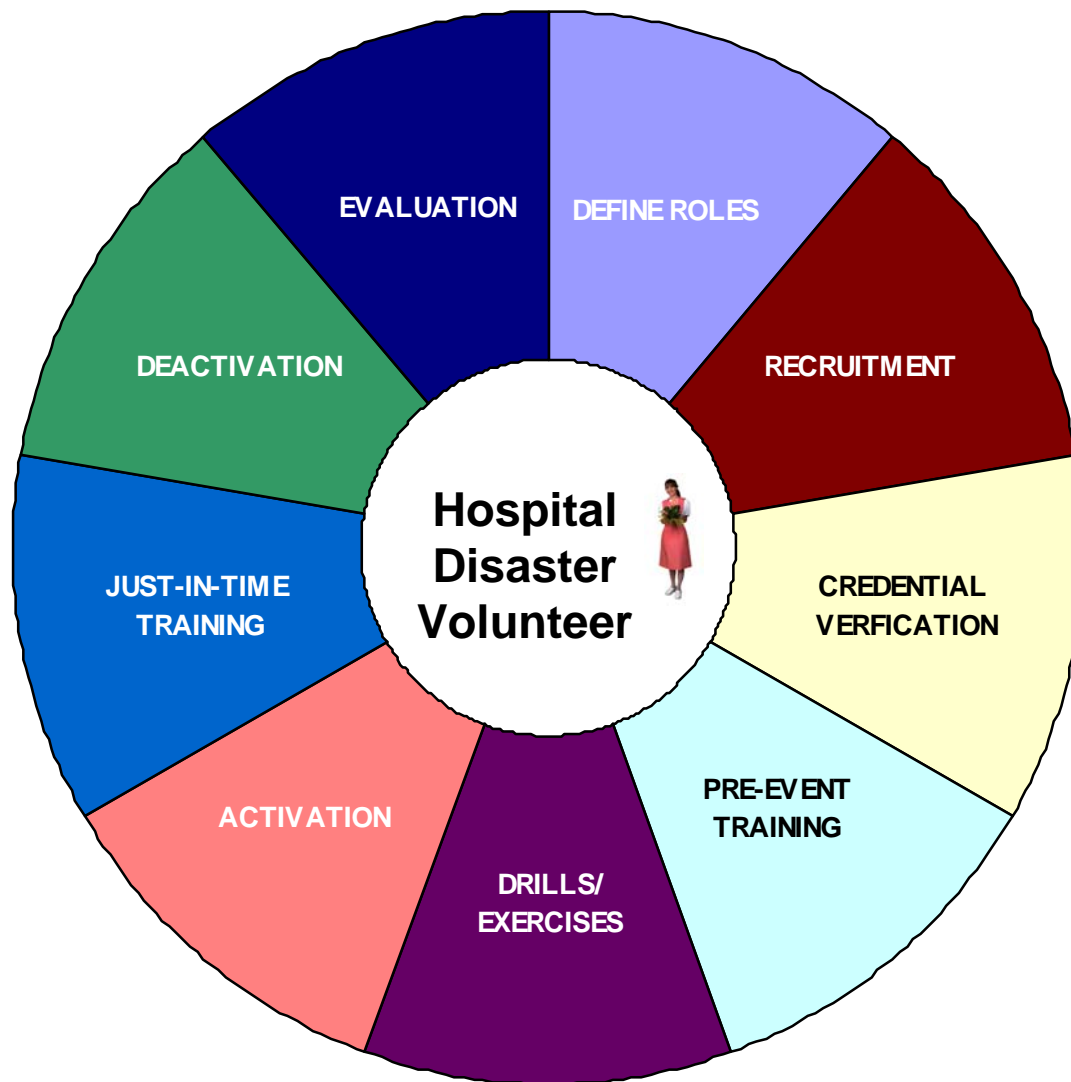
- Active, licensed healthcare professionals
- Active, non-licensed healthcare workers
- Retired or academic licensed healthcare professionals
- Students enrolled in healthcare profession programs
- Non-licensed, non-hospital-based volunteers



# MRC-YNH Key Success Factors

- ✓ Engage appropriate partners in an inter-agency and multi-disciplinary team
  - Professional associations (e.g., hospital volunteer, nursing, physicians, medical staff office, engineering, supply management, etc.)
  - Organizational associations (e.g., hospital associations, primary care associations, etc.)
  - State agencies (e.g., DPH and other state agencies)
- ✓ Ensure ongoing legislative support
- ✓ Facilitate compliance with state and federal guidelines for personnel surge capacity

# MRC-YNH PROGRAM COMPONENTS





TO BE SUCCESSFUL, THE VOLUNTEER TRAINING PROGRAM SHOULD:



# THINGS TO CONSIDER WHEN DEVELOPING A TRAINING PROGRAM

- Identify skills and competencies needed to support personnel surge capacity
- Keep training requirements realistic
- Deliver training to address competencies in small manageable chunks
- Combine distance learning with practical on-site training
- Use drills and exercises to:
  - Translate knowledge into action
  - Identify gaps in knowledge
  - Assess overall program effectiveness
- Develop a strategy for tracking volunteer training
- Evaluate / modify training based on performance

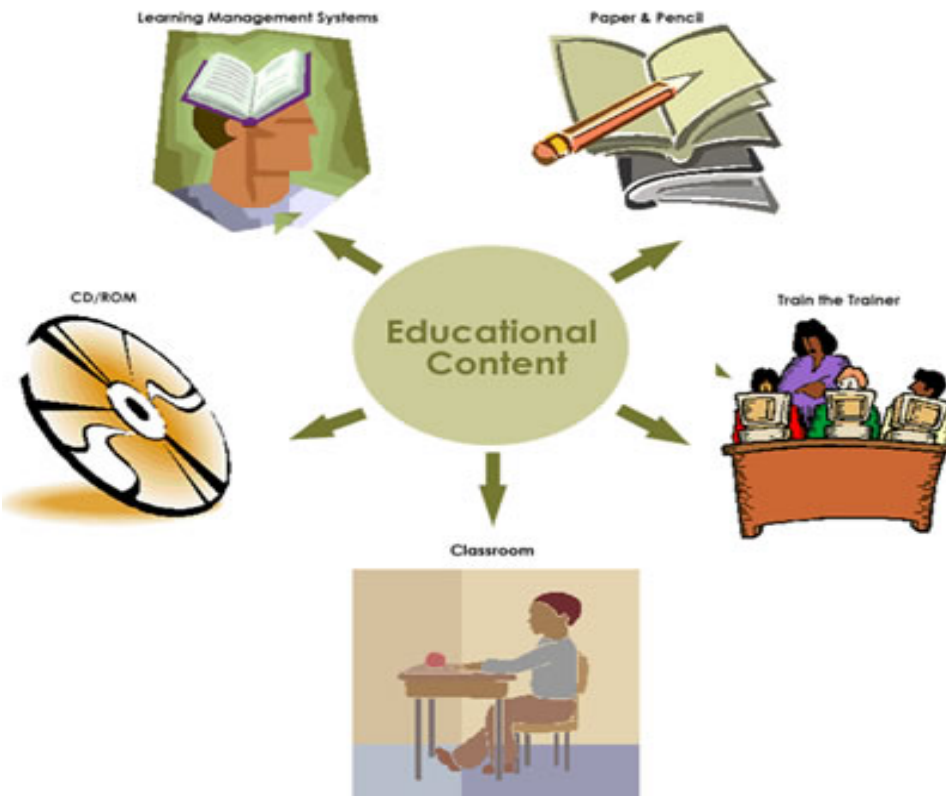
# THE CHALLENGE: TRAINING VOLUNTEERS

- Diverse volunteer backgrounds
- Diverse volunteer roles
- Diverse learning preferences
- All hazards training
- Limited training resources
- Transferring knowledge to action



# VOLUNTEERS HAVE A VARIETY OF LEARNING STYLES AND PREFERENCES

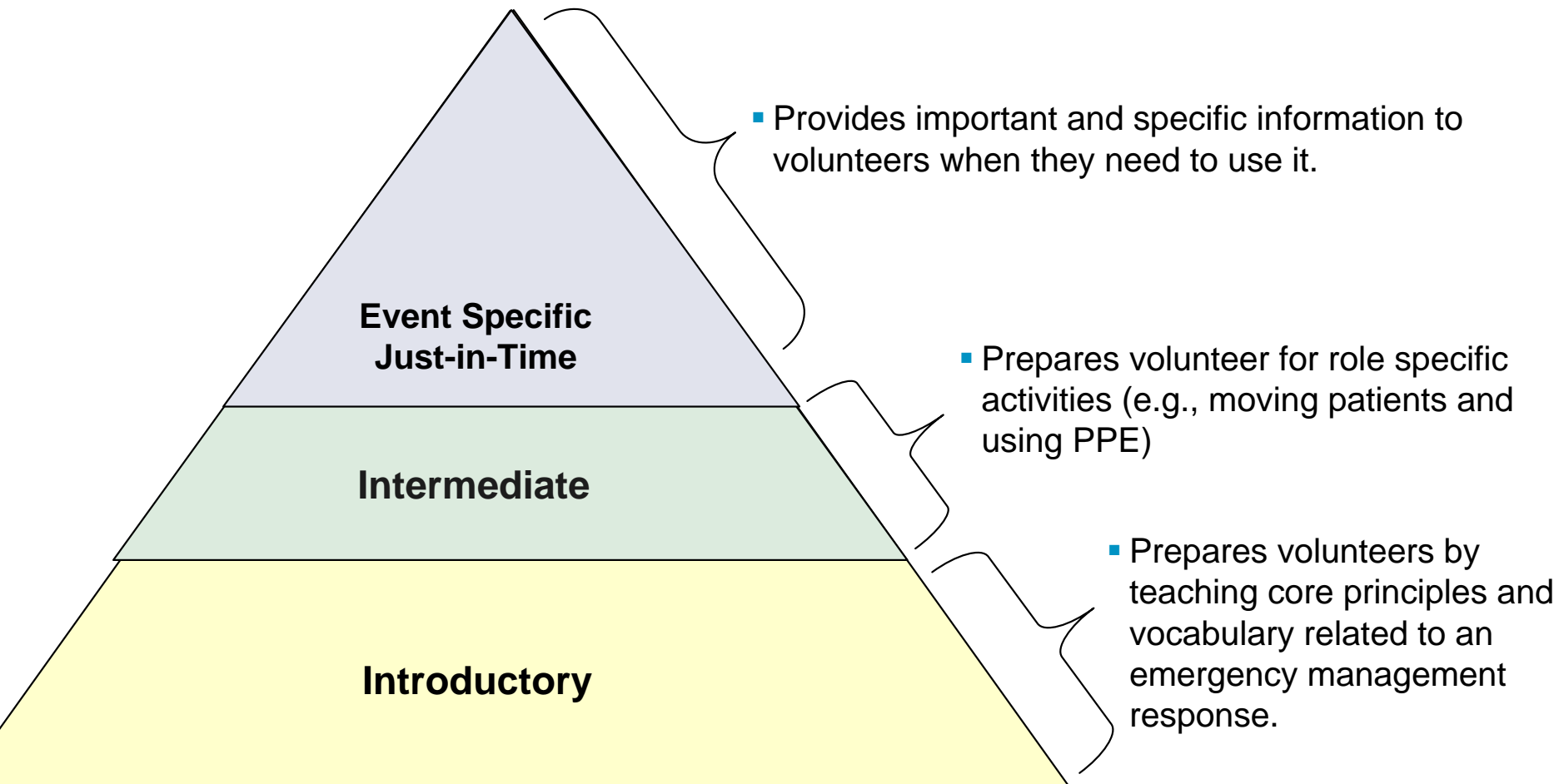
## Education and Training Modalities



- Effective education and training programs support flexible methods of delivery
- Distance learning technology allows training to be delivered to a geographically dispersed audience



# PROGRAM LEVELS FOR VOLUNTEER EDUCATION: USE SCENARIO BASED TRAINING TO REINFORCE CONCEPTS



# PRE-EVENT TRAINING: INTRODUCTORY

## Emergency Management 102: Introductory Course for Hospital Disaster Volunteers

EXIT HELP TOC ◀ ▶

### Course Objectives

This course is designed to help hospital disaster volunteers understand their role in providing continuous care for existing patients and additional patients in the event of an emergency.

Participants will be able to:

- Understand the impact of emergencies and disasters on hospitals
- Prepare for their roles and responsibilities in an emergency or a terrorist event
- Identify mental health needs in an emergency
- Prepare their families for a possible disaster

# PRE-EVENT TRAINING: INTRODUCTORY

## Emergency Management 102: Introductory Course for Hospital Disaster Volunteers

[EXIT](#)[HELP](#)[TOC](#)[◀](#)[▶](#)

### Roles and Responsibilities - At the Time of the Event

#### Hand Hygiene and Using Gloves

Performing hand hygiene is the easiest and in most cases the most important measure you can take to stop the spread of organisms. Be sure to practice hand hygiene before and after each patient contact.

Use soap and running water, rubbing your hands together for 10 – 15 seconds.

- Wash all parts of your hands, including wrists and between fingers and under fingernails
- Use a clean paper towel to dry your hands and turn off the faucet. Pat skin dry instead of rubbing it.

You may use waterless hand hygiene solution (such as Purell)

- Push the dispenser once, covering all surfaces of your hands with the solution, rubbing hands together until the solution dries (about 15 seconds)
- There is no need to rinse your hands



# PRE-EVENT TRAINING: INTRODUCTORY

## Emergency Management 102: Introductory Course for Hospital Disaster Volunteers

EXIT HELP TOC ◀ ▶

### Review

#### Basic Response to an Emergency or Disaster

Here is a basic overview of the response to an emergency or disaster:

1. Hospital supervisors will inform those hospital health care workers under their supervision of the event.
2. The staffing unit will distribute health care workers to units where they are needed most.
3. Hospital supervisors will count how many hospital health care workers are currently at work.
4. The hospital's telephone call list will be activated and all hospital health care workers will be contacted to check their availability to come to work early or stay extra hours.
5. Hospital disaster volunteers may be contacted if local, state or Federal Emergency Management plans are activated and it is determined that hospital resources have been, or are anticipated to be, reasonably exhausted.
6. Lists of current and available hospital health care workers and hospital disaster volunteers will be sent to the staffing unit.

Hospital disaster volunteers should only report to a hospital if asked to do so by a representative from a specific hospital or public health agency.

If you hear about an emergency or disaster, make sure you can be contacted in the event your assistance is needed.



# PRE-EVENT TRAINING: INTERMEDIATE

## Best Practices for the Protection of Hospital-Based First Receivers

[EXIT](#)[GLOSSARY](#)[TOC](#)

### Minimizing the Risks

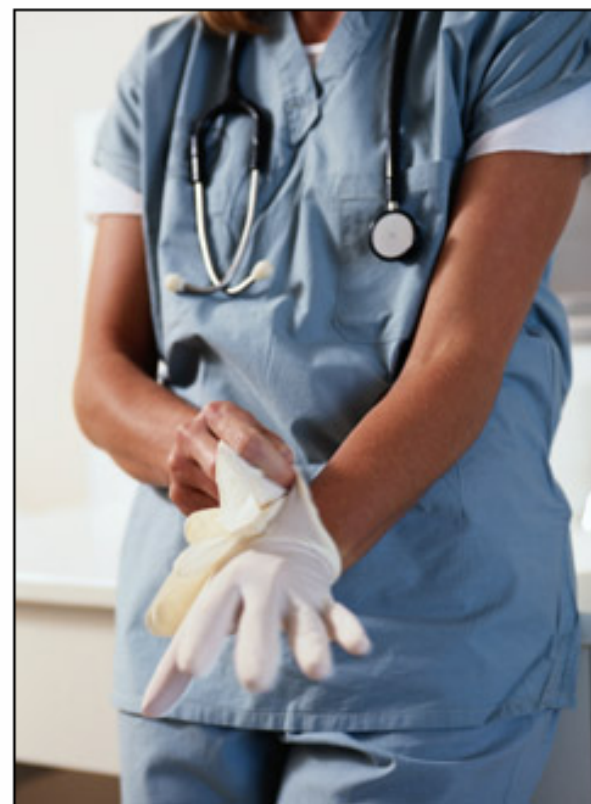
#### Standard Precautions

**Standard precautions** should be followed when providing care for all patients, regardless of their presumed or known diagnosis, to reduce the transmission of organisms. This includes:

- Performing **hand hygiene** before and after every patient contact
- Putting on gloves, gowns, masks and eye protection when contact with blood, body fluids, secretions, excretions, non-intact skin and mucous membranes is anticipated

#### Standard precautions

Additional precautions may be needed based on the type of infectious agent and its transmission routes. When treating and caring for patients infected with some **contagious** diseases, standard precautions may not provide all the necessary protection.



# PRE-EVENT TRAINING: INTERMEDIATE

**Best Practices for the Protection of Hospital-Based First Receivers**

EXITGLOSSARYTOC◀▶

Ensuring Health and Safety

**The Waiting Room**

*The scenario:*

A middle-aged man walks into your waiting room wearing a denim shirt and pants. His clothing is wet, he is complaining that his eyes are burning and there is an unusual odor. Your facility is located near a metal processing plant.

*Which 3 steps should be taken and in what order?*

Instructions: **drag** a step and **drop** it in the order it should be taken.

A supervisor should be notified.

The hospital epidemiology or infection control department should be notified.

The radiation safety officer should be notified.

Await further instructions from your supervisor.

The patient should be kept away from others and, if possible, isolated.

Step 1:

Step 2:

Step 3:

Perfect score is 3, your **score:** 0

▶ [Help](#) | [Glossary Highlight](#) ▶ [Show](#) ▶ [Hide](#)

Learners are instructed to drag and drop the three steps in the correct order.

medical  
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# PRE-EVENT TRAINING: INTERMEDIATE

## Best Practices for the Protection of Hospital-Based First Receivers

[EXIT](#)[GLOSSARY](#)[TOC](#)

### Using Basic PPE

#### Wearing Basic PPE

In many situations, basic PPE will provide the necessary protection. Follow this order when putting on basic PPE:

##### 1. Gown

- Cover torso from neck to knee, arms to end of wrists and wrap around the back
- Fasten in back



##### 2. Mask or respirator

- Secure ties behind head and neck
- Fit flexible band to nose bridge
- Fit snug to face and below chin
- Fit-check if using respirator



##### 3. Goggles

- Place over eyes
- Adjust to fit



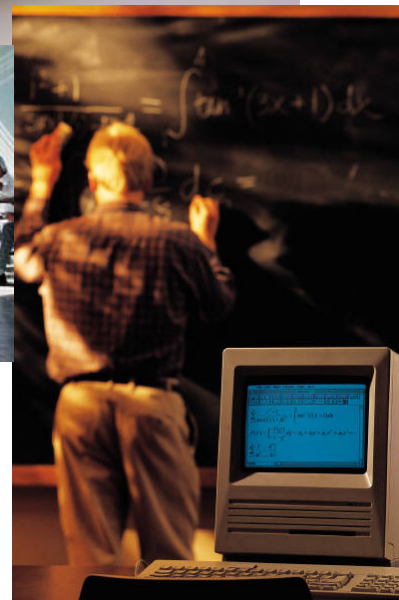
# JUST-IN-TIME TRAINING

**“What volunteers need to know  
when they need to know it”**

■ Site Specific

■ Event Specific

■ Role Specific





# JUST-IN-TIME TRAINING: SITE SPECIFIC

**‘Not all hospitals are the same’**

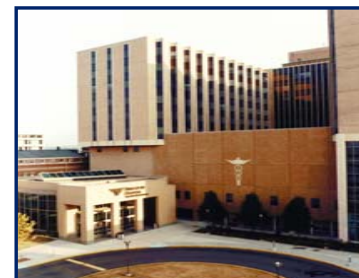
- Command and control
- Supervisor/Mentor
- Safety and security
- Communication plan
- HIPAA and patient confidentiality
- Infection control



Yale-New Haven



Greenwich



Bridgeport

# JUST-IN-TIME TRAINING: EVENT SPECIFIC

**“Not all events are the same”**

Define event

Current status of event

Incident action plan objectives

Things volunteers need to know,

For example:

- ✓ Appropriate PPE
- ✓ Personal safety
- ✓ Respiratory Etiquette
- ✓ Isolation Precautions



# JUST-IN-TIME TRAINING: ROLE SPECIFIC

**“Not all roles are the same”**

- Role/Discipline specific
- Incident action plan objective
- Policies and procedures
  - Clinical
  - Operational
  - Administrative



# JUST-IN-TIME TRAINING

## AN EXAMPLE OF ROLE SPECIFIC TRAINING ELEMENTS FOR NON-LICENSED VOLUNTEERS

	Patient Registration	Supplies	Food Service	Maintenance
Assignment (Responsibility)	Yes	Yes	Yes	Yes
Collecting patient demographic information	Yes	No	No	No
Communicating within the chain of command	Yes	Yes	Yes	Yes
Correct use of phone, fax, radio, etc.	Yes	Yes	Yes	Yes
Moving equipment and supplies	No	Yes	No	Yes

# JUST-IN-TIME TRAINING

## AN EXAMPLE OF ROLE SPECIFIC TRAINING ELEMENTS FOR LICENSED VOLUNTEERS

		Mental Health	Clinical Lab	Radiology	Nursing
	Assignment (Responsibility)	Yes	Yes	Yes	Yes
	Clinical assessment documentation	Yes	No	Yes	Yes
	Medication administration	Yes	No	No	Yes
	Documentation: Charges	No	No	Yes	Yes
	Radiology policies and procedures	No	No	Yes	Yes
	Obtaining and processing lab specimens	Yes	Yes	No	Yes
	Treatment and progress documentation	Yes	No	Yes	Yes



# EVALUATING TRAINING PROGRAMS AND LEARNING

- Pre-test and post-test activities measure understanding of training program concepts and content
- Learner surveys provide a self-assessment of capability before and after course
- Drills and exercises provide an opportunity to observe and evaluate volunteer skills and competencies

# PRE-EVENT TRAINING: INTERMEDIATE POST TEST

**Best Practices for the Protection of Hospital-Based First Receivers**

EXIT HELP TOC ◀ ▶

Course Quiz

Question 4 of 10

**Correct!**

Next >>


What are other appropriate ways to help reduce the transmission of disease?

☐ a) Post signs that tell about chemicals being used and precautions that should be followed when using them

☒ b) Isolate patients with contagious infections

☐ c) Refuse to admit any patients with unknown or highly contagious illnesses

☐ d) Take as much time as needed to determine the exact illness before thinking about which infection control steps are needed

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# SAMPLE QUESTIONS FROM LEARNER SURVEY OF CAPABILITY BEFORE AND AFTER COURSE\*

Recognition of the impact of emergencies/disasters on my organization

Awareness of my role in an emergency/disaster

Awareness of the management/incident command structure that is in place during an emergency/disaster

Consideration of ways to support mental health and special population needs during an emergency/disaster

Recognition of the importance of and ability in taking the steps to create a personal contingency plan

The course contained enough information on the topic to help me to prepare for my role in an emergency/disaster

*\* Learner chooses from “None”, “A Little”, “Some”, “A Good Understanding” and “A Full Understanding”*

# WHY EXERCISE?

- Clarify roles and responsibilities
- Train personnel in their roles and responsibilities
- Improve individual performance
- Test and evaluate policies, plans, and procedures
- Reveal resource gaps
- Improve coordination and communication
- Gain program recognition and officials' support
- Satisfy regulatory requirements



# HOW TO USE DRILLS AND EXERCISES TO EVALUATE TRAINING

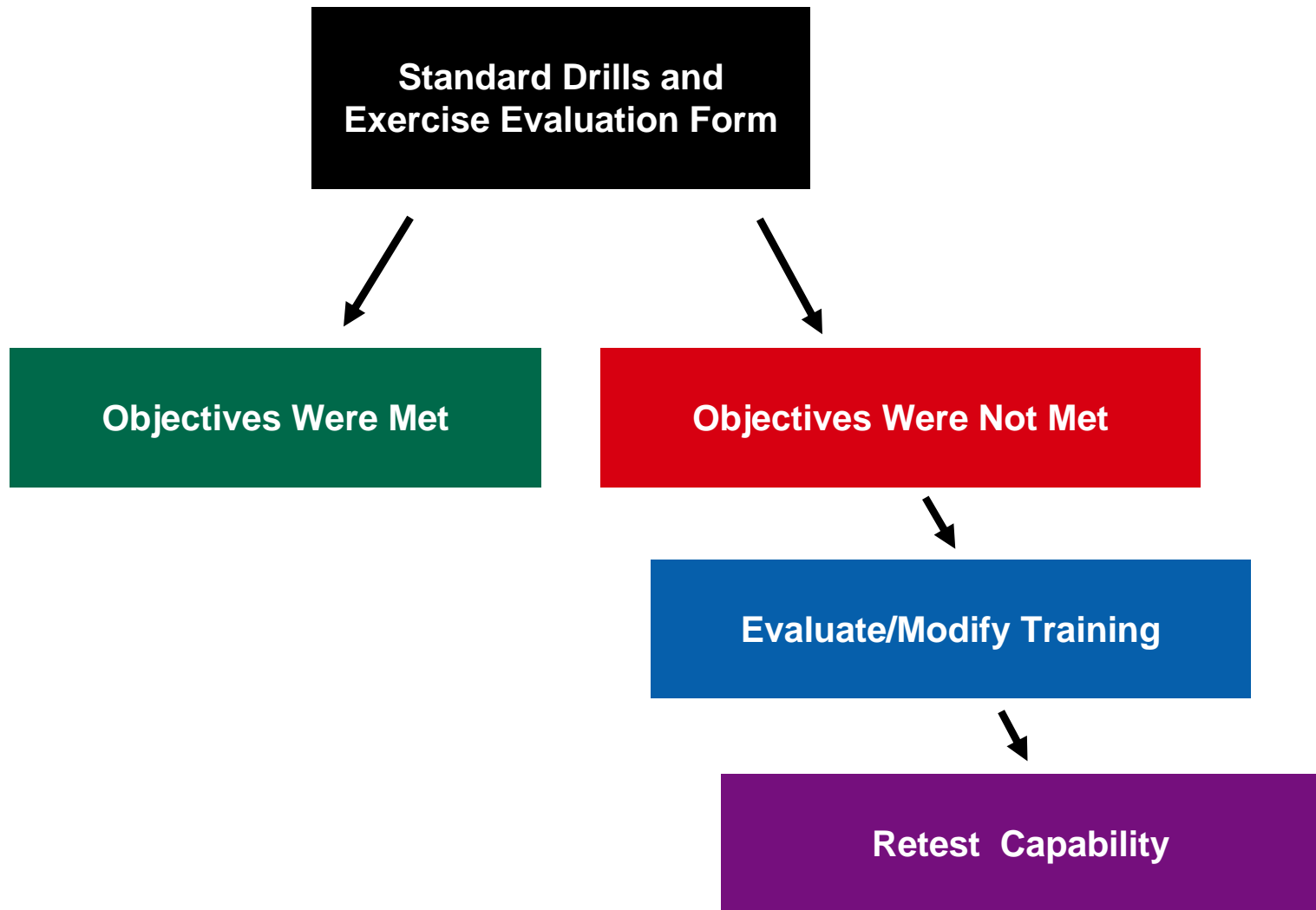
- Design a realistic, relevant and effective scenario that will test the volunteer on selected objectives
- Identify 3-5 clear and measurable objectives that link back to training
- Design a standardized evaluation tool that permits objective assessment of performance
- Leverage partnerships to piggy-back onto a broader exercise in your jurisdiction



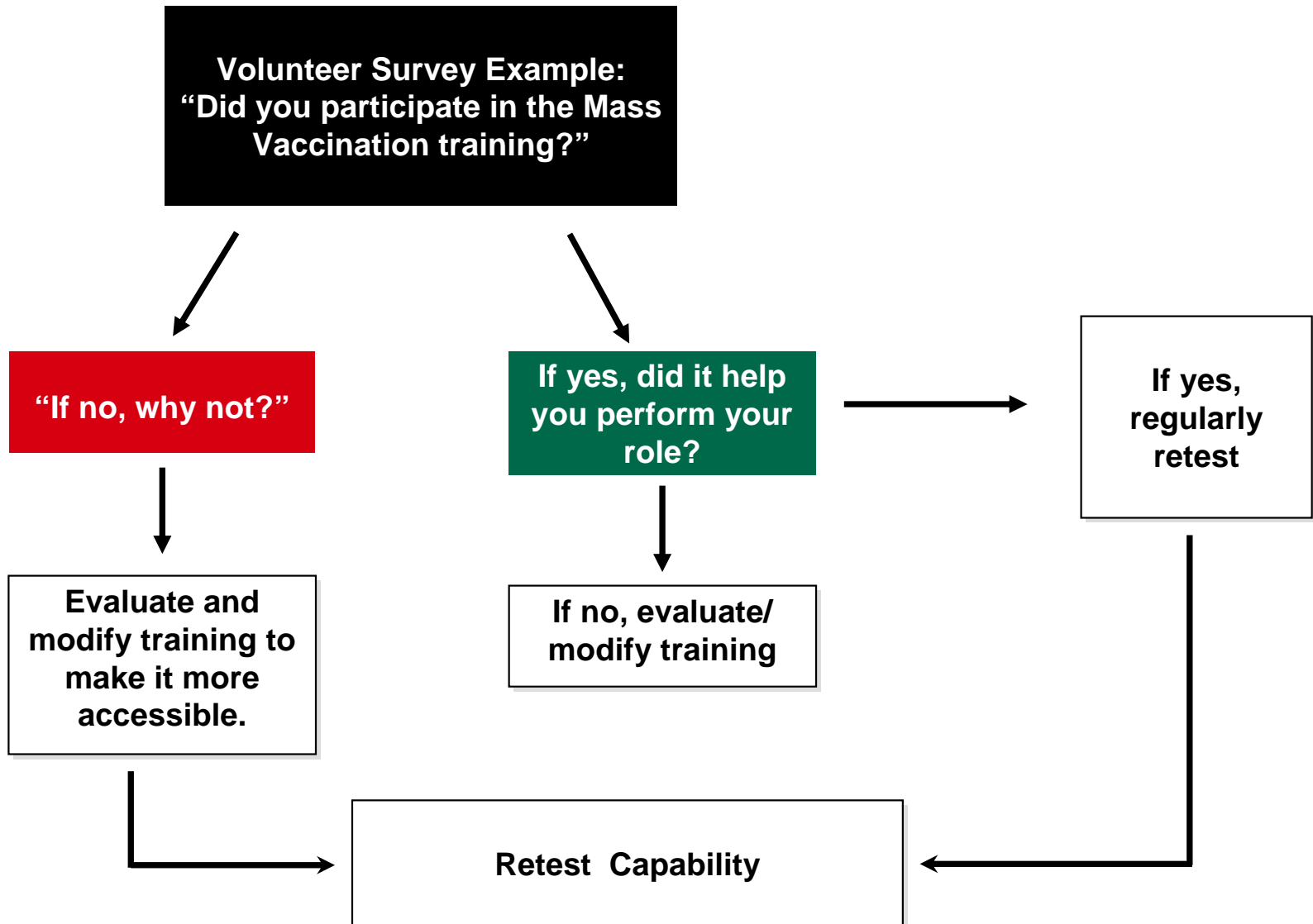
# TYPES OF DRILLS AND EXERCISES THAT CAN BE USED TO EVALUATE TRAINING

- **Tabletop**
  - Increase program awareness among responsible agencies
  - Test flow of communication between agencies and within response unit as they relate to activation of volunteers
  - Identify potential gaps in volunteer roles and/or training
- **Functional**
  - Assess effectiveness and defined volunteer role
  - Provide opportunity to practice or test a specific learned skill
- **Full-Scale**
  - Assess full activation of volunteers from initial call to tactical assignment
  - Identify program gaps related to volunteer training, supervision and utilization

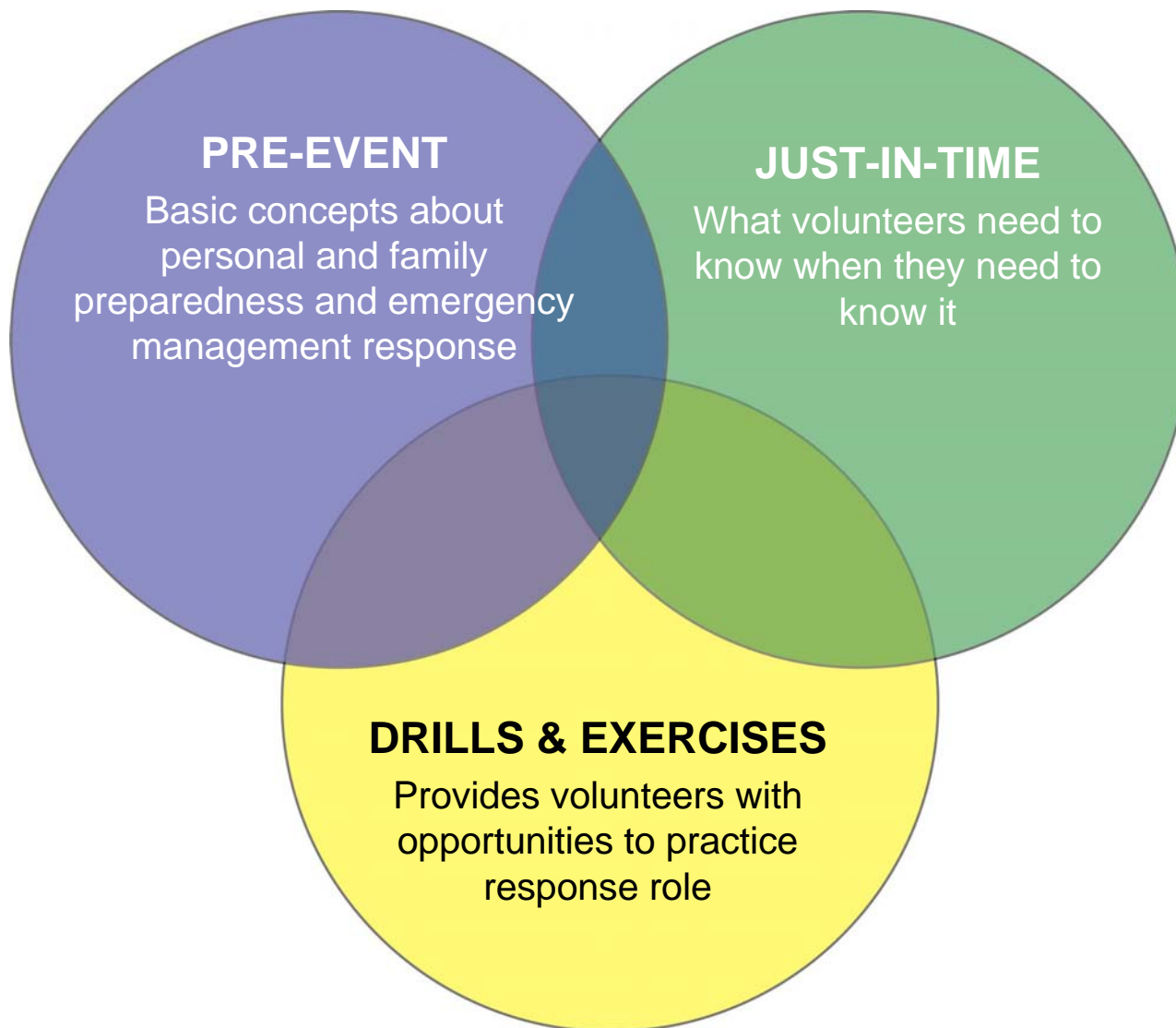
# USING DRILLS AND EXERCISES TO EVALUATE TRAINING



# USING DRILLS AND EXERCISES TO EVALUATE TRAINING



# VOLUNTEER TRAINING: INTEGRATING PROGRAMS



# Questions or Comments?

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